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ABSTRACT

This paper demonstrates how supervisors can implement and model professional teaching practices for their preservice students that exemplify knowledge, skills, and attitudes critical to teachers in a culturally diverse society. It discusses the importance of understanding the supervisory process, how the supervisory process can be effectively administered, and how the importance and understanding of the teaching process is essential to the final results. The paper provides examples of how the Standards for Teacher Educators may be met at the college and school levels. Four attachments offer health, physical education, and recreation samples; early childhood education samples; bilingual/bicultural and elementary education samples; and secondary education/English samples. Each example provides insight into how the supervisors work with their students and schools and adjust their expectations, focusing on Standard 1 (model professional practices which demonstrate knowledge, skills, and attitudes reflecting the best available practices in teacher education). (SM)

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ED 429 066

Modeling the Standards for Teacher Educators: How One Group of Supervisors Meets the Challenge

Association of Teacher Educators
February 16, 1999
Chicago Hilton & Towers
Boulevard C Room
Chicago, IL

♦♦♦

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ABSTRACT OF PRESENTATION:

This session will demonstrate, based on Standard 1, how supervisors can implement and model professional teaching practices for the novice that exemplify knowledge, skills, and attitudes critical to teachers in our culturally diverse society. It will share with other educators willing to take the challenge the importance of understanding the supervisory process, how it can be effectively administered, and what, why, and how the importance and understanding of the teaching process is essential to the final results.

Supervision is not an easy process and teacher educators will view the importance leadership, modeling, collaboration, and reflection play in implementing this process. Teacher educators do not work in a void or vacuum, they work with future professionals. Teacher educators dedicated to this process must be able to impart their expertise.

Title of Session: **Modeling the Standards for Teacher Educators: How One Group of Supervisors Meets the Challenge!**

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Conference Summary:

This session will demonstrate how supervisors can implement and model professional teaching practices for the novice that exemplify knowledge, skills, and attitudes critical to teachers in a culturally diverse society.

PRESENTATION DESCRIPTION

PURPOSES:

- To share with ATE participants how supervisors model professional teaching practice to their preservice students.
- To provide examples of how the "Standards for Teacher Educators" may be met at the college and school levels.

Jtb/99propos

ABSTRACT OF PRESENTATION:

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INTRODUCTION

The 1999 theme, *The 21st Century: A time for Excellence and Equity,* will be addressed throughout the presentation as we look at what it means to be a Teacher Educator in today's diverse society. Teacher educators are reviewing and implementing standards necessary to assist the novice become the successful new teacher. How this is accomplished, the strategies that are necessary, and how to align these standards are important food for discussion.

Field experiences have long been considered an important part of what teachers become, but the actual assessment of this component has been long in coming. The impact of the supervisor, both university and classroom, is at a critical stage. The crucial piece that has been overlooked refers to the actual impact of the experience. Is it a positive one, and if not how can one improve or correct it? McIntyre, Byrd, and Foxx [1996] concluded that

> ***Despite the overwhelming positive feeling about the efficacy of field experiences, there does not exist enough data to determine that extending field experiences, whether at the early field experience or student teaching stage, will develop more effective, thoughtful teachers than those prepared in shorter field experience programs. Although there remains a great need for additional research in this area it appears that what occurs during the field experience is more important than the length of the experience. (p.176)***

As one researches what has been said about field experiences, we keep coming back to the idea of the profound impact that teachers educators may or may not have on this group. What and how we mentor early field experience students, student teachers, and beginning teachers will impact the very group with whom they will be working--the students in the classroom.

In the 1996 National Commission on Teaching & America's Future report, *"What Matters Most: Teaching for America's Future"*, the Executive Summary offered five major recommendations. These recommendations stated that teacher educators and education in general should....

- **get serious about standards, for both students and teachers.**
- **reinvent teacher preparation and professional development.**
- **fix teacher recruitment and put qualified teachers in every classroom.**
- **encourage and reward teacher knowledge and skill.**

- create schools that are organized for student and teacher success.

Teacher educators should be mindful of these recommendations and focus on the first four. This is not to say that the fifth is unimportant, but our charge as teacher educators does not create the schools. This is for the communuities at large, of which we are a part. Our focus is to provide the teachers who will, in effect, influence the schools in which they are working. If teacher quality is to improve, we must model the four qualities we deem important to the success of our novice and provide constant, constructive, and ongoing feedback.

If we provide qualified guidance based on sound research and experience during the clinical phase, encourage university/school collaboration, enhance and encourage symbiotic relationships during student teaching, and foster several levels of support during the induction period we will succeed. More teachers will say what Northeastern's novices have stated, "It's great, everything I hoped for and more! I'm not saying that I don't have my crazy days, but I feel....did a great job preparing me." It will be at this point that Dewey's words (1938, p.35) will ring true

> *A primary responsibility of educators is that they not only be aware of the general principle of the shaping of the actual experience by environing conditions but that they also recognize in the concrete what surroundings are conducive to having experiences that lead to growth.*

Couple Dewey's words with Simmons and Sparks (1988) and you will find that we must be ready and move forward as teacher educators.

> *The difficulty we see with current models of clinical supervision and their variations is that they emphasize analyzing teacher and learner behaviors as they occur rather than analyzing the more comprehensive evidence of teacher thinking, the instructional decisions which are made, and their results. We believe that conventional clinical supervision needs to be updated to focus on the inter-connections among the thinking, beliefs, and behaviors involved in the act of teaching. (p.35)*

Teacher educators must, therefore, examine their day to day strategies based on these important statements.

Northeastern's university supervisors, both adjunct and full time tenure track, began to look at the ways in which they interact with our novices. They needed to examine how we could effectively assess and assist the novice

through this timely process. We have students at various points within the spectrum, such as early field and student teaching, so we began to look at and address several issues as we talked about these stages and our college students.

The College of Education selected field experiences, including student teaching and internships, to provide candidates with opportunities to:

- relate principles and theories from the conceptual framework(s) to actual practice in classrooms and schools;
- create meaningful learning experiences for all students;
- study and practice in a variety of communities with students of different ages, and with culturally diverse and exceptional populations.

The College of Education offers professional courses and experiences to its students based on the program and its needs as specified by state regulations. The courses offered emphasize the above opportunities and a variety of experiences and knowledge bases that involve student participation, both within the university and school settings.

Teacher candidates are encouraged to view and interact with children in and out of school settings to provide ample emphasis on the following:

- children growth and development;
- teacher modeling of teaching strategies;
- implementation of / and utilization of student learning styles and diversity;
- observation, tutoring, one on one, and whole class experiences to provide contact and development of skills necessary for teaching.

These candidates are further exposed to a variety of situations and encouraged to relate this to the College of Education organizers relative to how learners learn, the programs of the schools they visit, the various communities involved within a school setting and environ, and how it reflects on them as learners.

The development of the field experiences vary by program and cover the needs of each program based on the state and program guidelines. The following chart will give an overview of the course programs and the activities involved in creating meaningful experiences within the various school settings:

STUDENT FIELD EXPERIENCES										
courses..... ACTIVITIES	edfn 306	edfn 307	eced 328a	eced 328b	eled 306a	sced 301	sced 304	fl 300	mus 393L	pe
observation	x	x	x	x	x	x	x	x	x	x
case study	x	x		x	x	x				
curric exam	x	x	x	x	x	x	x	x	x	x
1 - to - 1 tutoring			x	x	x	x	x	x	x	x
small group instruction				x	x	x	x	x	x	x
whole group instruction				x	x		x	x	x	x
attend PTO, LSC, etc.				x	x		x	x	x	x
participate in parent conferences				x	x		x	x	x	x
develop formal lesson plans				x	x		x	x	x	x
**attend: teacher meetings*					x		x	x	x	x
**building meetings*					x		x	x	x	x
create a self portfolio					x		x	x	x	x
view & part. in assessment activities					x		x	x	x	x
attend pre - service tchr. mtg.					x		x	x	x	x
technology usage	x	x	x	x	x	x	x	x	x	x
have access to current research	x	x	x	x	x	x	x	x	x	x
part. in shadowing experiences					x	x				

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Based on these experiences and the course, university supervisors must be adept at providing the necessary information to their preservice students.

Some of the issues that surfaced based on these experiences were:

- Do we (supervisors) treat our students differently? If so, how?
- Are there differences / similarities based on the novice's level of competence, experience, or understanding?
- Are the strategies we use different based on the levels, skills, and proficiencies of our students?
- Are there differences / similarities based on their majors, grade levels, or entitlement? i.e., Early Childhood, Bilingual & Regular Elementary, Secondary Education, Physical Education

These issues posed varying degrees of problems and concerns as we began to wrestle with our own understandings, reflection on best practice, and overall commitment to the educational process. We found that we approached many things in the same manner, but how we finally achieved the end result was slightly different. Some of this was based on our own teaching perceptions; some on who we were as individual teacher educators; and some from years of actual supervisory practice. We did not say that one was better or worse, but we began to look at what and how we wanted our future teachers to perceive their roles.

Couple the above with the actual schools with whom we were actively engaged and a picture began to emerge. Our styles were changing according to the school environs, the teachers with whom our students were working, and our own evaluation styles. To state that one was better than another was not the case. It was our perceptions and how we applied them that varied.

Teacher educators must continuously evaluate their methods, purposes, and strategies as they work with tomorrow's teachers. They must "see the future" in a way that few must. Their impact is to provide the novice with constructive ways to look beyond today, look at the future of tomorrow, and assess educational issues so that diversity and excellence will be the hallmark of tomorrow's teachers.

The following sections will provide examples of the various content area and major supervisors' views of their role with the novice. As their examples unfold, each will provide additional insight into how they work with their students, schools, and adjust their expectations. Examples of what and how they work with the preservice teacher will be evidenced. In all instances the

master teacher educators are looking at

> **STANDARD 1:**
> ***Model professional practices which demonstrate knowledge, skills, and attitudes reflecting the best available practices in teacher education.***

It is not that the other standards are not valued, but for purposes of this topic, time frame, and how supervisors impact their novices it is the top priority.

- HEALTH, PHYSICAL EDUCATION & ATHLETICS
  Sample One = Critique & Evaluation Form
  Sample Two = Weekly Evaluation

- EARLY CHILDHOOD EDUCATION
  Sample Three =

- BILINGUAL / BICULTURAL & ELEMENTARY EDUCATION
  Sample Four =

- SECONDARY EDUCATION / ENGLISH
  Sample Five = Participants Questionnaire
  Sample Six = A variety of student journal responses

As evidenced by the various samples provided in the above materials one will see that reflection as a teacher is crucial. Students are asked to respond at varying levels of their experience to share, not only what is relative to this particular experience, but what is important for the supervisor to know and respond to about their specific educational needs after reading the journal. It is this information that the university supervisor is able to respond to, model, and practice within the context of the weekly seminar sessions.

An additional critical piece is the manner in which each supervisor attempts to achieve understanding and responds. This understanding must not only be reflective of the experience, but of the experience within the student's specific environ. This provides insight to and for the supervisor so instructional strategies may be enhanced, with critical thinking and problem solving by all participants a key component. The students are consciously challenged to be reflective practitioners and encouraged to place their practices on a higher level of thinking. This thereby encourages the students to reflect on instructional practice, and emphasizes the need that this is a critical component to understand "best practice" within their specific classrooms.

If we refer back to earlier referred comments made by Simmons and Sparks that *"...conventional clinical supervision needs to be updated to*

focus on the inter-connections among the thinking, beliefs, and behaviors involved in the act of teaching" then we will be providing the necessary tools for our future teachers. The activities we provide our novices during this important phase of their careers, how we structure the situation, and the attitude and modeling we provide them will set the stage for successful future teachers. We will have created and modeled what professional master teacher educators must do.

As revealed by the materials within this paper, future teachers have an opportunity to enrich and enhance their new found teaching strategies. It will be through the influence of the student teacher's environ, their ongoing feedback and challenges by their cooperating teachers and university supervisors that best practices will be evidenced. The teacher educator will and is the key to providing the initial guidance.

REFERENCES

McIntyre, D.J., Byrd, D.M. & Foxx, S.M. (1996). *Field and laboratory experiences.* In J. Sikula, T.J. Buttery, & Guyton (Eds.), Handbook of research on teacher education (2nd ed., pp.171-193). New York: Macmillan.

Simmons, J. M. and Sparks, G. M. (1988). *Judgment criteria perspectives on a new teacher as reflective decision maker' model of teacher supervision & evaluation.* In Hersholt C. Waxman, etal [Eds]. Images of reflection in teacher education. Reston, VA: ATE.

Health, Physical Education, & Recreation Samples

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February 16, 1999
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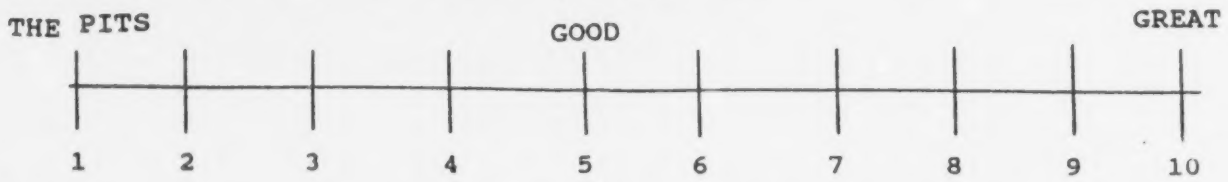
DATE _____ NAME _____

STREET _____

Circle how you feel about yourself and student teaching this week:



- Please comment on how you feel emotionally this week and try to explain why:

_____

_____

_____

_____

_____

_____

- Explain any problems you had this week: _____

_____

_____

_____

_____

_____

_____

- Explain something that made you feel "GREAT" this week: _____

_____

_____

_____

_____

_____

_____

_____

- Share something you are grateful for: _____

_____

_____

_____

_____

_____

_____

Critique and Evaluation Form

Student: _____ Date: _____

Subject: _____ Grade Level: _____

Lesson Plan Grade: _____ 1= poor ---- 5 = Excellent

Overall Grade: _____

☐ Comments: _____

_____

☐ Enthusiasm

_____

☐ Safety

_____

☐ Voice projection, vocabulary, pronunciation, positive reinforcement

_____

☐ Body position, eye contact

_____

☐ Space Utilization, equipment use

_____

☐ Time, teacher talking vs. student active ratio

_____

☐ Skill Teaching
warm-up, intro.; review, practice, culminate activity

_____

*Lesson could have been improved by:

Early Childhood Education Samples

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IS THE MESSAGE THE SAME ... FROM A DIFFERENT END OF THE LEARNING SPECTRUM ?

☑ "HOW WELL DO WE RESPECT THE CHILDREN IN OUR CARE ?"

STACY GOFFIN. WINTER, 1989. *CHILDHOOD EDUCATION.*

12 ACTIVE WAYS TO RESPECT CHILDREN :

1. **SHOWING RESPECT FOR CHILDHOOD**
2. **RESPONDING WITH SENSITIVITY TO CHILDREN'S INDIVIDUALITY**
3. **DEVELOPING NURTURING RELATIONSHIPS WITH CHILDREN**
4. **USING ADULT AUTHORITY WITH WISDOM TO FACILITATE CHILDREN'S GROWTH INTO CARING ADULTS**
5. **CONSIDERING HOW DAY-TO-DAY PRACTICES INFLUENCE CHILDREN**
6. **RECOGNIZING DISCIPLINE AS A *LEARNING* EXPERIENCE FOR CHILDREN AND VIEWING MISTAKES AS POTENTIAL LEARNING OPPORTUNITIES**
7. **ACKNOWLEDGING CHILDREN'S *COMPETENCIES***
8. **ORGANIZING CURRICULUM THAT PROVIDES CHILDREN WITH INTERESTING THINGS TO THINK ABOUT**
9. **SUPPORTING AND STRENGTHENING PARENTS IN THEIR CHILREARING RESPONSIBILITES**
10. **ACKNOWLEDGING THE EXPERTISE NEEDED TO BE A PROFESSIONAL IN EARLY CHILDHOOD EDUCATION**
11. **SPEAKING OUT ON BEHALF OF EARLY CHILDHOOD EDUCATION AS A PROFESSION**
12. **SPEAKING OUT ON BEHALF OF CHILDREN'S NEEDS TO PARENTS, SCHOOL ADMINISTRATORS, BUSINESS AND COMMUNITY REPRESENTATIVES, AND POLICY MAKERS**

☑ STANDARDS FOR TEACHER EDUCATORS :

ASSOCIATION OF TEACHER EDUCATORS / APPROVED-FEBRUARY 1996

- ***STANDARD ONE :***

  Master teacher educators will model professional teaching practices which demonstrate knowledge, skills, and attitudes reflecting the best practices in teacher education.

ECED 329:
HOW ARE YOU FEELING TODAY ...
THURSDAY, DECEMBER 3. 1998

© 1991 Creative Therapy Associates, Inc.

COMMENTS ...

NAME _____ 13

PERSONAL SURVEY
"NIGHT BEFORE" LETTER TO MYSELF ...

The following phrases refer to young children and to teaching them in a variety of learning settings.

The night before you begin your student teaching experience, you are asked to complete the following survey. Respond to each phrase quickly, briefly, and with honesty. Remember, there are no right or wrong answers - simply YOUR feelings and attitudes of children and their learning.

When you have completed the survey, place it in the attached envelope, seal it, put your name on the front of the envelope and bring it with you to our first weekly seminar.

1. Children wonder, but _____

2. When a child cries, it makes me feel _____

3. When I speak with children _____

4. I find it a challenge when a child _____

5. What children WANT to make them happy is _____

6. What children need MOST is _____

7. A child feels happy when _____

8. Children misbehave because _____

9. Children who "pretend"

10. Friends are important to children because _____

11. Children get into everything because _____

_____.

12. Children learn the most _____

_____.

13. Children's art _____

_____.

14. Before children go to kindergarten they should _____

_____.

15. My favorite activity with children is _____

_____.

16. My favorite story or book for children is _____

_____.

17. My favorite children's game is _____

_____.

18. The primary age child is _____

_____.

19. The greatest challenge in teaching children is _____

_____.

20. If I could not work with young children I would _____

_____.

Tomorrow is the *first* day of my student teaching experience! I ...

Name Date

"S.M.A.R.T. GOALS"

- "S" = SPECIFIC
- "M" = MEASURABLE
- "A" = ACHIEVABLE
- "R" = REALISTIC
- "T" = TIME BOUND

In setting both long & short term goals it will be helpful to note if your goals are "S.M.A.R.T." goals.

MY "S.M.A.R.T." GOAL:

(NAME) (DATE)

MY "S.M.A.R.T." GOAL FOR ECED 329 :

Ways to achieve this goal :

1.
2.
3.
4.

Person/People who can help me achieve this goal :

- ❑
- ❑
- ❑
- ❑

TAPE RECORD ONE OR MORE OF YOUR LESSONS...

* ASK FOR PERMISSION ... TO TAPE RECORD YOURSELF AS YOU TEACH.

* LISTEN TO THE TAPE SEVERAL TIMES ...

EACH TIME FOR SOMETHING DIFFERENT:

- YOUR VOICE, TONE, CLARITY, VOLUME, MESSAGES...
- YOUR AFFECT-EMOTIONS, FEELINGS, ENJOYMENT, APPROPRIATE HUMOR, ENTHUSIASM, ETC.
- QUESTION ASKING SKILLS - RANGE OF THINKING LEVELS
- LESSON PACING & FLOW...TIMING
- CLEAR LESSON INTRODUCTION & CLOSING
- BALANCED USE OF PRAISE & ENCOURAGEMENT
- STORYTELLING SKILLS
- TRANSITIONS STRATEGIES
- DIRECTION GIVING SKILLS
- REDIRECTION ... WHEN, WHO, HOW, FREQUENCY ...
- WHO DO YOU CALL ON FOR PARTICIPATION
- CHILDREN'S RESPONSE, THEIR QUESTIONS, AFFECT & INTEREST, ETC.
- INTERRUPTIONS-WHEN,SOURCE,IMPACT ON LESSON/CHILDREN
- ETC. ... ETC. ... ETC. ...

AFTER LISTENING TO YOUR "TAPE" SEVERAL TIMES, JOT DOWN ...

- ☐ 3 things you were excited & pleased to discover about yourself and your teaching :

  1.

  2.

  3.

- ☐ 3 things you want to keep working on :

  1.

  2.

  3.

ECED 329: "SITE 1 SUMMARY"

STUDENT _____ DATE _____

COOPERATING TEACHER _____ SCHOOL _____ GRADE/ AGE _____

The Student Teacher participated in:

- ❑ FACULTY MEETINGS ❑ GRADE / DEPT. MEETINGS
- ❑ FACULTY "INSERVICES"
- ❑ DISTRICT / COUNTY CONFERENCES
- ❑ SCHOOL "OPEN HOUSE" OR "SPECIAL EVENT: _____
- ❑ SCHOOL DUTIES (bus, playground, lunch, hallway, etc.)
- ❑ PARENT MEETINGS (P.T.A. ... P.T.O. ... Parent ED. Night)
- ❑ FIELD TRIP(S)
- ❑ "NEWSLETTERS" - COMPOSED NEWSLETTER FROM CLASS TO FAMILY
- ❑ PARENT / TEACHER CONFERENCES
- ❑ "STAFFING" FOR CHILD / FAMILY
- ❑ FORMAL ASSESSMENT PROCEDURE : _____
- ❑ STATE PREKINDERGARTEN PROGRAMS:
  - ❑ PARENT ED. MEETING ❑ CLUSTER MEETING
  - ❑ HOME VISITS ❑ OTHER :
- ❑ TECHNOLOGY TRAINING ...
- ❑ OTHER :

- ❑ PERSONAL / PROFESSIONAL JOURNAL:
- ❑ "TAPE" OF TEACHING & SELF-EVALUATION ...
- ❑ CHILD OBSERVATIONS - Documenting children's growth, learning, devp., ...
  - ❑ SUMMARY

- ❑ LESSON PLANS:
  Comments:

- ❑ RECOMMENDATIONS FOR "SITE 2" :

CLINICAL EXPERIENCE / STUDENT TEACHING EXPERIENCE :
"SELF EVALUATION"

STUDENT : _____ SEMESTER : _____

SCHOOL / GRADE / AGE : _____

COOPERATING TEACHER : _____ UNIVERSITY SUPERVISOR : _____

MID-TERM EVALUATION DATE : _____

KEY : Label the two extremes of the rating scale:

0 = 5 =

---

0 1 2 3 4 5

/_____/_____/_____/_____/_____/

Mark an "X" on the continuum which best reflects your performance as a student teacher in the following categories:

RED : *WITH CHILDREN ...*

YELLOW : *IN PLANNING ...*

BLUE : *WITH OTHER ADULTS ...*

GREEN : *AS AN "EC" PROFESSIONAL ...*

MY "S.M.A.R.T. GOAL" FOR SITE 2 :

⇒

I WILL BE ABLE TO ACHIEVE THIS GOAL BY :

-
-
-

CLINICAL EXPERIENCE / STUDENT TEACHING EXPERIENCE :

"SELF EVALUATION"

STUDENT : _____ SEMESTER : _____

SCHOOL / GRADE / AGE : _____

COOPERATING TEACHER : _____ UNIVERSITY SUPERVISOR : _____

MID-TERM EVALUATION DATE : _____

PERSONAL / PROFESSIONAL
STRENGTHS

- ♦
- ♦
- ♦
- ♦

PERSONAL / PROFESSIONAL
AREAS FOR GROWTH

- ♦
- ♦
- ♦
- ♦

MY "SHORT TERM" GOAL :

WHAT I CAN DO TO ACHIEVE THIS GOAL :

- •
- •
- •

FINAL EVALUATION OF STUDENT TEACHING EXPERIENCE :

Mark an "X" on the portion of the continuum which you believe most accurately describes your performance as a student teacher :

•RELATIONSHIP WITH CHILDREN :	*ALWAYS*	*USUALLY*	*EMERGE*	*NEVER*
Treats children with respect	/	/	/	/
Is respected by children	/	/	/	/
Demonstrates understanding of young children	/	/	/	/
Is responsive to young children	/	/	/	/
Has a positive rapport with young children	/	/	/	/
Listens to and responds to young children	/	/	/	/

•GUIDING LEARNING EXPERIENCES :				
Plans for individual needs	/	/	/	/
Utilizes appropriate individual/small/ large group learning approaches	/	/	/	/
Evaluates capabilities & progress of each child	/	/	/	/
Uses wide variety of resources	/	/	/	/
Demonstrates flexibility	/	/	/	/
Varies types of questions to help children become critical thinkers	/	/	/	/
Uses voice & speech effectively	/	/	/	/
Exhibits interest & enthusiasm in in the classroom	/	/	/	/
Demonstrates ability to maintain order	/	/	/	/
Helps children become responsible, effective problem solvers, & self-directed	/	/	/	/
Redirects inappropriate behavior	/	/	/	/
Makes transitions smoothly	/	/	/	/
Attends to routines (bathroom, rest, meals, pullout programs, etc.)	/	/	/	/
Provides nurturing for young children	/	/	/	/

•THE STUDENT TEACHER AS A PROFESSIONAL :	*ALWAYS*	*USUALLY*	*EMERGE*	*NEVER*
Exhibits self-confidence	/	/	/	/
Is reliable & dependable	/	/	/	/
Uses appropriate communication :				
- with children	/	/	/	/
- with adults	/	/	/	/
Takes initiative	/	/	/	/
Is physically healthy	/	/	/	/
Has appropriate professional appearance	/	/	/	/
Possesses broad base of knowledge	/	/	/	/
Demonstrates ability at self-evaluation & reflection	/	/	/	/
Accepts & responds to suggestions for improvement	/	/	/	/
Works conscientiously toward professional improvement	/	/	/	/
Demonstrates working knowledge of the Early Childhood profession	/	/	/	/
Establishes a good relationship with colleagues	/	/	/	/

As I reflect on my entire student teaching experience and consider a final evaluation, I recommend a "letter grade" of for the following reasons :

1.

2.

3.

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Student Signature Date

Elementary / Bilingual - Bicultural Education Samples

Association of Teacher Educators
February 16, 1999
Chicago Hilton & Towers
Boulevard C Room
Chicago, IL

✦✦✦

Maria Korkatsch-Groszko
ELED / BLBC

✦✦✦

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WHAT ANY SUPERVISOR MAY ASK
(ABOUT LEARNING ACTIVITIES IN ANY CLASS)

PLANNING:

Do the learning activities give evidence of careful and intelligent planning on the part of the teacher? Is any opportunity afforded the learners to participate in the planning?

OBJECTIVES:

Are the learning activities directed to the accomplishment for objectives (understanding, skills, or attitudes) which are definite (clear, no doubt as to what they are), specific (capable of achievement within the class period), and worthy (related directly to the actual or probable needs of youth, community, society)?

LEARNING ACTIVITIES:

1. **Is there maximal pupil participation in the learning activities? (Law of self-activity)**
2. **Are the students actively interested in the learning activities? (Law of self need motivation)**
3. **Do the learning activities take into consideration the wide range of pupil difference in ability, interest, experiences, purposes, and so on? (Provision for individual differences)**
4. **Do the learning activities make use of appropriate audiovisual aids? (Combination of stimuli-use of chalkboard, posters, demonstrations, excursions, movies, records, models, and so on)**
5. **Is there sufficient variety and appropriate timing of the activities?**
6. **Are the learning activities sprinkled with illustrations within the experience as of the learners? (Law of association)**
7. **Are good pupil responses praised? (Law of effect)**
8. **Are the learning activities lifelike? (Law of transfer)**
9. **Are the learners succeeding with the learning activities? Can they see their own progress?**

CLASSROOM CONDITIONS:

1. **Is the classroom attractive?**
2. **Does the classroom command attention to lighting, seating, and ventilation?**
3. **Does the classroom atmosphere show relationship to the learning activities?**

CLASSROOM RELATIONSHIPS:

1. **Are pupil-teacher, teacher-pupil, and pupil-pupil relationships proper ones?**
2. **Are the classroom relationships characterized by a mental hygiene point of view and by a democratic spirit?**
3. **Do the learners conduct themselves well?**
4. **Is discipline indirect and voluntary or direct and forced?**

ASSIGNMENT:

1. **Are the learning activities to be undertaken defined clearly and motivated fully?**
2. **Are the homework assignments appropriate in nature and extent?**

Maria Korkatsch Groszko, Ph.D.
Bilingual Bicultural Elementary Education Program
NEIU Teacher Education Department

The Language Proficiency Interview

The interview required is a structured conversation of approximately 20 minutes that is carried out between the candidate and the trained interviewer. The purpose of the interview is to give the candidate an opportunity to demonstrate, in a realistic conversational situation, the level of proficiency at which he/she is able to speak the language in question. Following the interview, the candidate's performance is given a numerical rating that can range from 0 to 5. The interviewing procedure and associated rating system were originally developed by the Foreign Service Institute of the United States Department of State and have been used by that department and other government agencies to measure language proficiency in language learning programs and for selection and employment purposes. With slight adaptations, they have been incorporated into the Language Proficiency Interview, administered by the Educational Testing Service as part of its Language Proficiency Program. Results of Language Proficiency interviews are currently being used not only for teacher training and certification, but also in connection with Peace Corps language training programs, course credit for language study, and other areas of language assessment requiring a highly face-valid measure of speaking proficiency.

Field-based Assessment of Language Proficiency

Bilingual teacher candidates are required to demonstrate language proficiency for Bilingual Approval. During the Student Teaching Practicum, the bilingual teacher candidate is required to demonstrate proficiency in the use of native language for the presentation of content material to language minority children. During actual instruction and interaction with students, the candidate must have the proficiency to present detailed facts about particular curriculum-related topics and demonstrate the highest level of oral communication of which he/she is capable. The aim is to determine the candidate's level of performance in each of several linguistic areas –

Pronunciation

Grammatical Accuracy

Vocabulary

Fluency

Listening Comprehension

The bilingual teacher candidate must be able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations or practical, social and professional topics. He/she must be able to use the language fluently and accurately on all levels normally pertinent to professional needs. Dual-language skills are required for successful instruction of children for whom English is a new language.

Maria Korkatsch-Groszko, Ph.D.
Bilingual-Bicultural Elementary Education Program
NEIU Teacher Education Department

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Secondary Education: English Samples

Association of Teacher Educators
February 16, 1999
Chicago Hilton & Towers
Boulevard C Room
Chicago, IL

✦✦✦

Harriet Johnson-Naden
SCED: English

✦✦✦

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Participants Questionnaire Student Teaching Seminar

1. As a participant in the seminar, you are joining an approximately ten-person group working to prepare its members for student teaching and (eventually) full-time teaching. Write about the specific **strengths** you bring to this team. You might consider your strengths related to teaching, reading, writing, creative projects, collaboration, communication, research, or other relevant pursuits.

2. Write a few sentences about the specific strengths brought to the group by some other member(s) of the seminar with whom you are acquainted.
Have you been in a class with someone in our group? What do you recall about her/his aptitudes and contributions?
Is someone or none in our group assigned to your school or district? How will this circumstance impact on our work together?

3. Reflect on your preparation to teach the grade/subjects you have been assigned. Write about what you feel is **strongest** in that preparation and where you feel the most urgent need for **further work** in preparing yourself to teach.

4. List some topics, books, articles, films, topics, projects, questions, etc. that you would like to see us take up in the weekly seminar.

5. In this final response, please write whatever you would like your instructor to know about you or your teaching situation as we work together in this seminar and your student teaching experience.

NEIU Student Teaching Weekly Report

Week of_____ **Student Teacher**_____
School/Grade_____ **Cooperating Teacher**_____

Student teacher's section:
List and briefly describe one or two new concepts learned (about students, curriculum, management, materials, methods, planning....).

What activity or experience had particular significance for you? Briefly explain.

Write one goal for yourself that you will work on this coming week. Include your action plan toward that goal.

****

Cooperating Teacher's section:
Student teacher needs to develop (incorporate, concentrate on, practice...)

Student showed strengths in....

****

Student's Signature _____

Cooperating Teacher's Signature _____

Student Teaching Visits and Paperwork

Student Teacher _____ Cooperating Teacher _____ School _____

Schedule of Visits/Observations

_____ Introductory visit; provide forms, receive schedule and calendar

_____ Visit # 2 Observe class, confer with student teacher and, if convenient, with cooperating teacher--10-15 minutes each.
(For each observation lesson, provide written, detailed lesson plan for the day, including relevant information about preceding and succeeding lessons.

_____ Visit #3 Observe/confer. If convenient, confer with cooperating teacher first, then with student teacher.

_____ Visit #4 Observe/confer. Discuss mid-term evaluation. Collect writing samples.

_____ Visit #5 Observe/confer--same as #3

_____ Visit #6 Observe/confer. If convenient, confer with cooperating teacher, then student teacher.

_____ Visit #7 Confer with cooperating teacher and student teacher. Discuss and collect final evaluation.

Weekly Paperwork

- NEIU Weekly Report completed by student teacher and cooperating teacher due at Tuesday seminar. (Be sure to make a copy of each completed weekly report for your reference.)
- Journal entry (hand in on Tuesday or e-mail directly to hjnaden@ix.netcom.com.) Entry should deal with a topic and not be a log/review of daily events.
- See course schedule and syllabus for other requirements.

EVALUATION

- Mid-term: Both cooperating teacher's and student's self-evaluation should be completed, discussed, and handed to supervisor at the end of the 8th week--March 5th.
- Final: Cooperating teacher, student teacher, and university supervisor will confer during Visit #7. University supervisor will deliver original to the university in the provided envelope.

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Date: January 1999

TO: Student Teachers

FROM: H.J.N.

SUBJECT: Final Evaluation

You are now on the last lap of this marathon-student teaching! You are ready to begin work on your final evaluation of the student teaching experience. Consider yourself as that "reflective professional in a learning community."

Subjects may include the following:

adequacy of preparation for teaching in the situation in which you were placed
the curriculum and teaching materials
planning - short range/lessons: long-range/units
relationships with cooperating teacher(s), with other teachers and staff members
actual day-after-day, period-alter-period teaching
classroom management, behavior, discipline
managing the paper load
evaluating/grading
the students - the parents
your strengths, your weaknesses
then/now (before and after student teaching)
your future as an educator
"Other"

This summary piece should <u>not exceed</u> four word-processed pages.
It is to be a reflective piece, rather than a "list" of ideas/perceptions.
Do your very best thinking/planning/writing/revising.
(If you would like to write this in the form of a case study, you may do!)

Please have your final evaluation ready to hand to me or have in my Mt. Prospect mailbox by December 16th. You will, of course, be in your school through December 18th. Your student teaching is not completed until <u>all</u> paperwork--<u>yours and mine and your cooperating teacher's</u>--is in!!

p.s.
Be sure I have your journal entries, weekly reports, etc and that you have handed me the final supervisor's evaluation form (with the information TYPED IN at the top!) You should have most of these items ready for me on the occasion of your final observation, our exit conference, and/or our final seminar on the 14th!!
If you have questions, phone me. (847)255-4625.